

A background image showing a group of diverse young students in a classroom setting, looking towards the right. The image is overlaid with a semi-transparent purple filter. The text "Texas Accountability Advisory Group (TAAG)" and "September 2023" is centered over this image in a white, sans-serif font.

Texas Accountability Advisory Group (TAAG)

September 2023

Supporting Student Success

Objective

- Share recent TAA announcement
- Recall previous conversations about A-F refresh
- Review preliminary 2023 growth data and gather TAAG feedback on potential adjustments to Domain 2a Academic Growth cut points and Domain 3 Closing the Gaps targets and cut points

Recent TAA announced delay in 2023 ratings

Delay in 2023 A–F Academic Accountability Ratings

taa-delay-in-2023-a-f-ratings.pdf

323.12 KB

Date:	September 12, 2023
Subject:	Delay in 2023 A–F Academic Accountability Ratings
Category:	Notice
Next Steps:	Share with appropriate staff

The purpose of this communication is to inform local educational agencies (LEAs) about a delay in the issuance of the final rule for the accountability manual and a delay in the issuance of 2023 *A–F Accountability Ratings*.

As communicated previously, issuance of *A–F ratings* this year was already planned to be delayed from the typical mid-August release date due to the standards-setting process required with the redesign of STAAR. Based on timelines published previously, ratings were to be issued publicly on September 28, 2023.

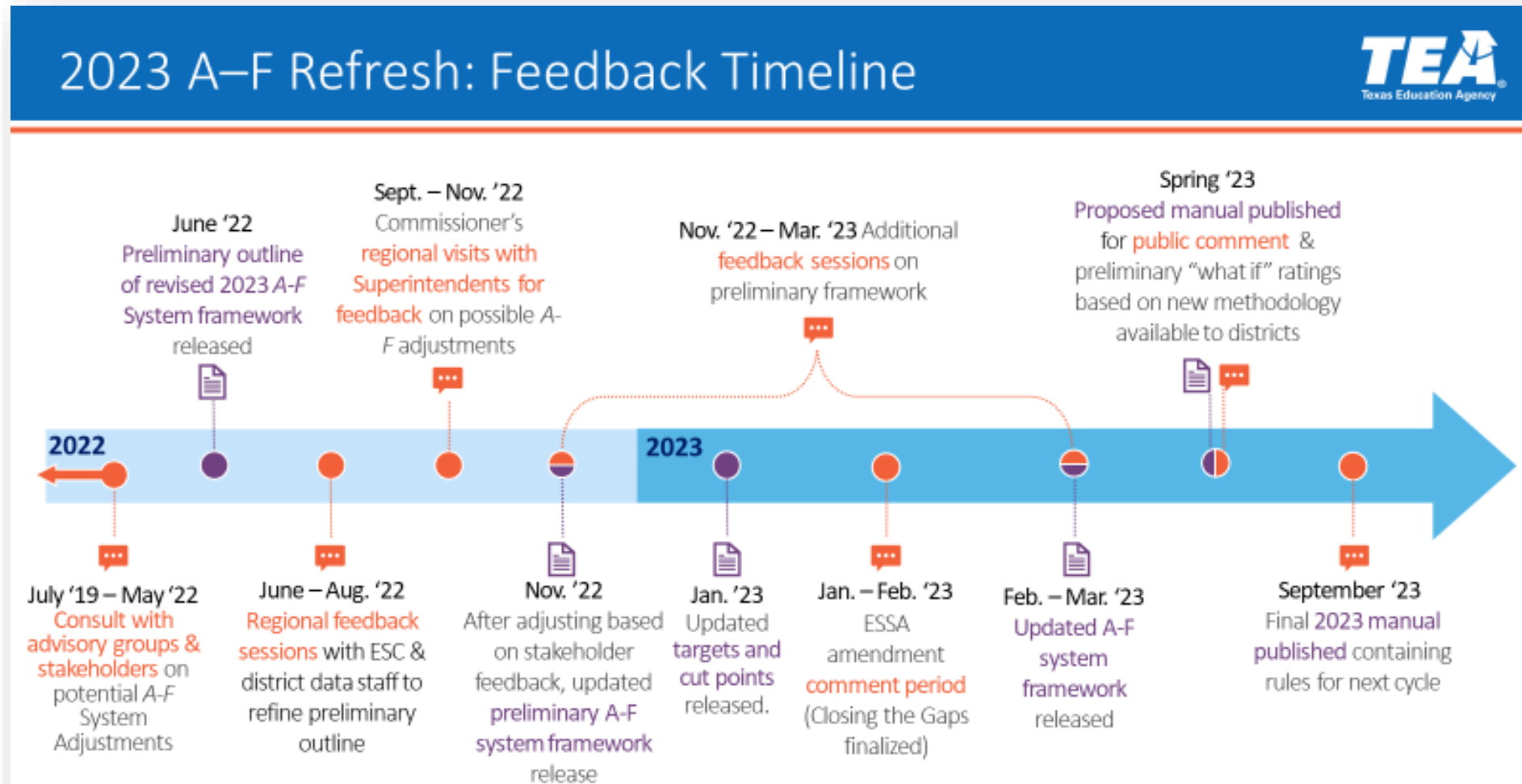
The *A–F accountability system* itself is also being refreshed this year, with some changes to cut points and some changes to indicator methodology. For more than a year, the Texas Education Agency (TEA or agency) has publicly shared timelines and preliminary frameworks related to the *A–F* refresh.

As part of the refresh, in January 2023, TEA published proposed cut points and updates to the previously published methodology changes, noting some areas of change and some areas which remain unchanged. Those details included information about changing methods and cut scores to be used in calculating student growth on STAAR. Feedback obtained to that point included recommendations to appropriately account for the impact of COVID-19 in evaluating new baseline data, so the agency proposed setting growth cut scores using a baseline of the average level of student growth for the 2018–19 and 2021–22 school years.

However, since that time, statewide growth data for the 2022–23 school year has become available. Analysis of that growth data shows that the 2021–22 growth was more anomalous than expected, so setting baselines that partially incorporate data from the 2021–22 school year may not adequately take into account the impact of COVID-19.

As a result, the agency **will be delaying the issuance of the final rule for the accountability manual and delaying the issuance of ratings** to conduct further analyses of the growth data to inform cut scores in Domain 2a-Academic Growth, and Domain 3-Closing the Gaps.

Recall: A-F Refresh Timeline



Source:
[Supplemental A-F Refresh Info](#) from
[2023 Accountability Development](#) webpage

Recall: Changes to Proposed Manual

1. **Alternative Education Accountability (AEA) STAAR Methodology:** Within Domain 1, update the STAAR methodology for AEA campuses to better reflect the intention of AEA Taskforce recommendations.
2. **Minimum Indicators for Student Achievement Domain Score: STAAR Component Only:** Within Domain 3, reduce minimum number of indicators from four to three to allow campuses with only one lowest performing racial/ethnic group to be evaluated.
3. **English Language Proficiency:** Within Domain 3, allow progress in TELPAS Writing to count towards the current calculation.
4. **Identification of Schools for Improvement:** Additional Targeted Support (ATS) campuses will be identified based on student groups' performance relative to the cut point established for Comprehensive Support and Improvement (CSI) campus identification (bottom 5% of Title I schools' Closing the Gaps Scale Scores, by school type).

Thank you for your feedback!

Recall: A-F Refresh Changes

2023 A–F Refresh: Changes



1. Update cut points and targets
2. Update CCMR indicators
3. Improve ability to recognize growth
4. Narrow the focus within Closing the Gaps (Domain 3)
5. Update overall district rating methodology
6. Create a unique alternative education accountability (AEA) system
7. Add new performance data to TXschools.gov and TPRS

Source:
[Supplemental A–F Refresh Info](#) from
[2023 Accountability Development](#) webpage

Recall: Updating cut points and targets

1. Update cut points and targets



What: Establish new baseline data and update cut points and targets where appropriate. (STAAR achievement and relative performance cut points are not changing.)

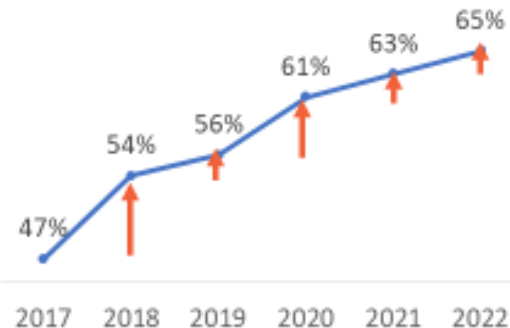
Why: To ensure we are meeting statutory requirements and to reflect appropriate goals for students post-COVID

Annual Review (before A–F)

Prior to HB 22, rating methodology changed every year, typically with small increases in cut scores.

Pro: There are not dramatic changes in how schools are rated in any given year.

Con: It is harder to do year-over-year performance comparisons, and a sense of “continually moving goal posts”.



Periodic Review (A–F)

Since HB 22, rating methodology must be changed periodically. In a year when that happens, methodologies and cut points change at a level generally equivalent to the accumulation of a series of small annual changes.

Pro: In most years, this allows for an apples-to-apples year-over-year comparison of performance.

Con: In a year when indicators are changed, there is a more dramatic change in school ratings. Statewide efforts must be made to communicate this to ensure appropriate performance comparisons are made in those years.



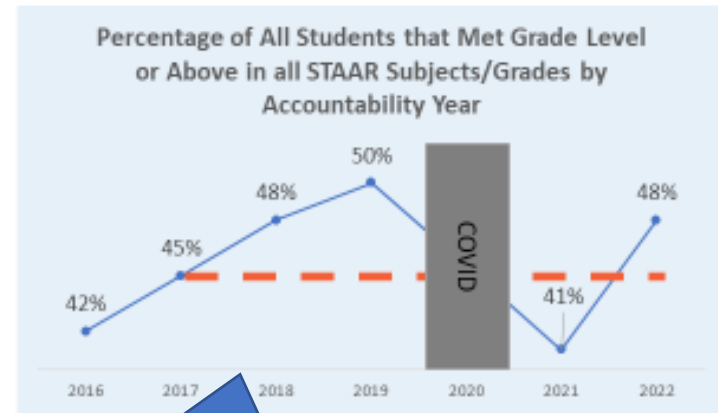
Note: CCMR scores have improved by 38% since cut scores were initially set

Source:
[Supplemental A–F Refresh Info](#) from
[2023 Accountability Development](#) webpage

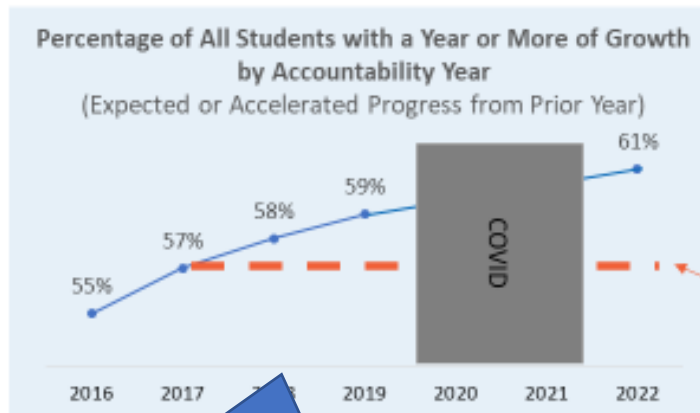
Note: CCMR data is from the previous year's graduating class (e.g., 2022 data is from Class of 2021)

Recall: Considered the impact of COVID-19 and STAAR redesign when determining baselines

Reviewing State-Established Standards



Due to the negative impact of COVID-19 on STAAR proficiency, the A–F refresh kept the same baseline used when setting 2017 cut points for STAAR proficiency.



To take into account the impact of COVID-19 on growth, the A–F refresh used an average of 2019 and 2022 as the baseline to set cut points for academic growth.

Five years ago, we anchored goalsetting for a mid C to average performance in the baseline year 2017.

CCMR, Graduation Rates, and Growth Rates have improved since then. STAAR proficiency has been impacted by COVID.

Source:
[12/1/22 A-F Accountability Refresh Superintendent Update Call \(PDF\)](#) from [2023 Accountability Development](#) webpage

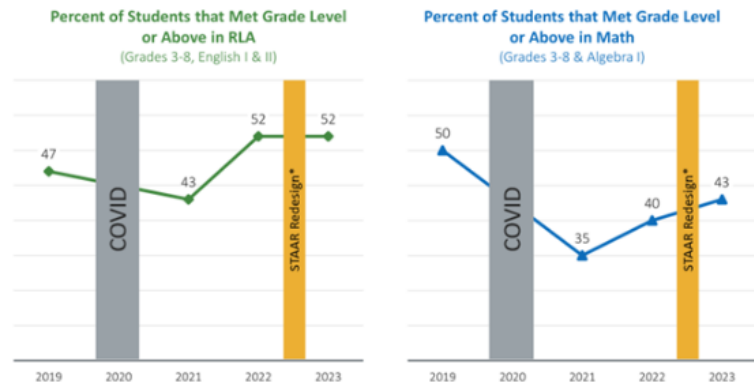
Update: 2023 STAAR Scores Released in August

TEA Releases Results for 2023 STAAR 3-8 Assessments

Date: Wed, 08/16/2023 - 09:00

AUSTIN, Texas – August 16, 2023 – The Texas Education Agency today released spring 2023 State of Texas Assessments of Academic Readiness (STAAR®) results for students in Grades 3-8. The results include assessments in mathematics and reading-language arts (RLA) in grades 3-8, 5th and 8th grade science, and 8th grade social studies.

This year's results show reading-language arts proficiency for students in grades 3-8 remains largely unchanged, continuing the level of academic recovery achieved in 2022 coming out of the pandemic. In math, the significant effects of the pandemic still linger, but this year's results present encouraging signs that the intensive supports offered by Texas public school systems are working. Five of the six tested grade levels saw an increase in the percentage of students that met grade level, while results for Texas 6th graders mirrored 2022 results.



Statewide, 2023 STAAR Proficiency levels have been maintained or increased from the previous year.

Source: [8/16 TEA Press Release](#)

Recall: 2023 methodology is designed to improve our ability to recognize growth

Annual Growth

Prior Year	Current Year					
	Low Did Not Meet Grade Level	High Did Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
Low Did Not Meet Grade Level	0	1	1	1	1	1
High Did Not Meet Grade Level	0	1/2	1	1	1	1
Low Approaches Grade Level	0	0	1/2	1	1	1
High Approaches Grade Level	0	0	0	1/2	1	1
Meets Grade Level	0	0	0	0	1	1
Masters Grade Level	0	0	0	0	0	1

Accelerated Learning

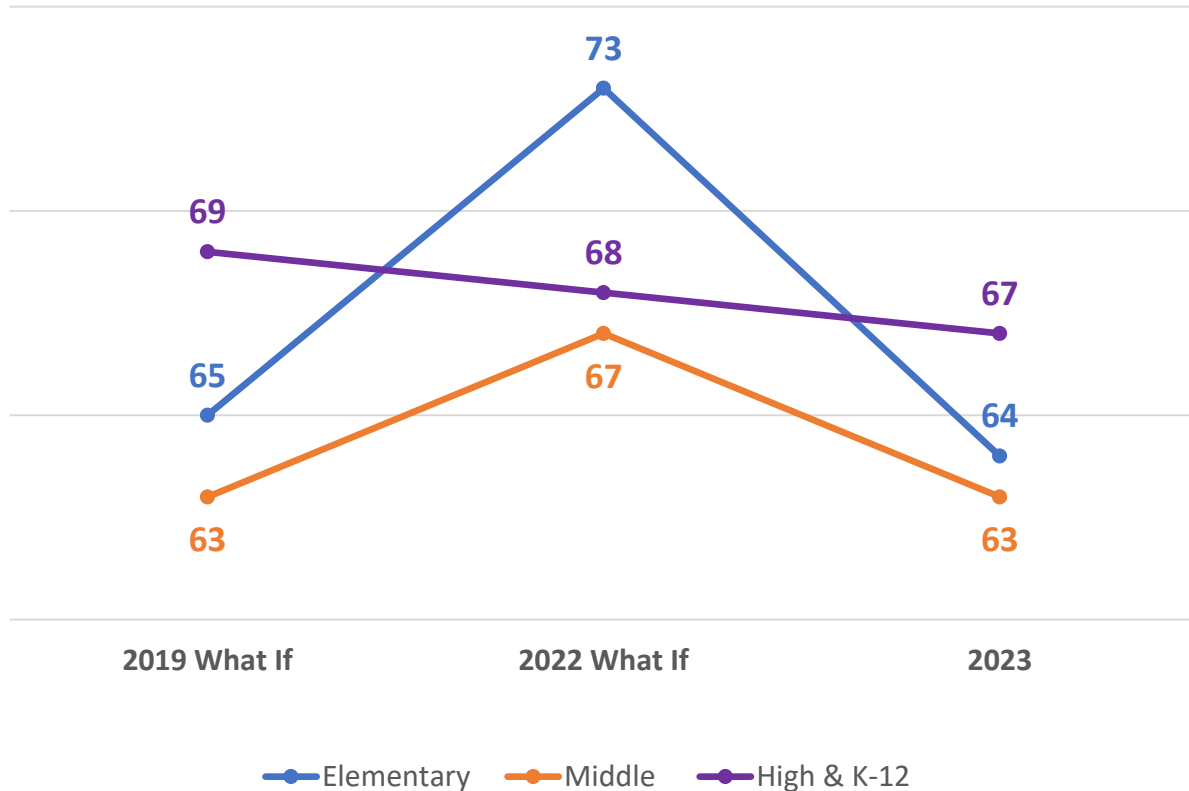
Prior Year	Current Year			
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Did Not Meet Grade Level	0	1	1	1

Allows us to recognize accelerated learning

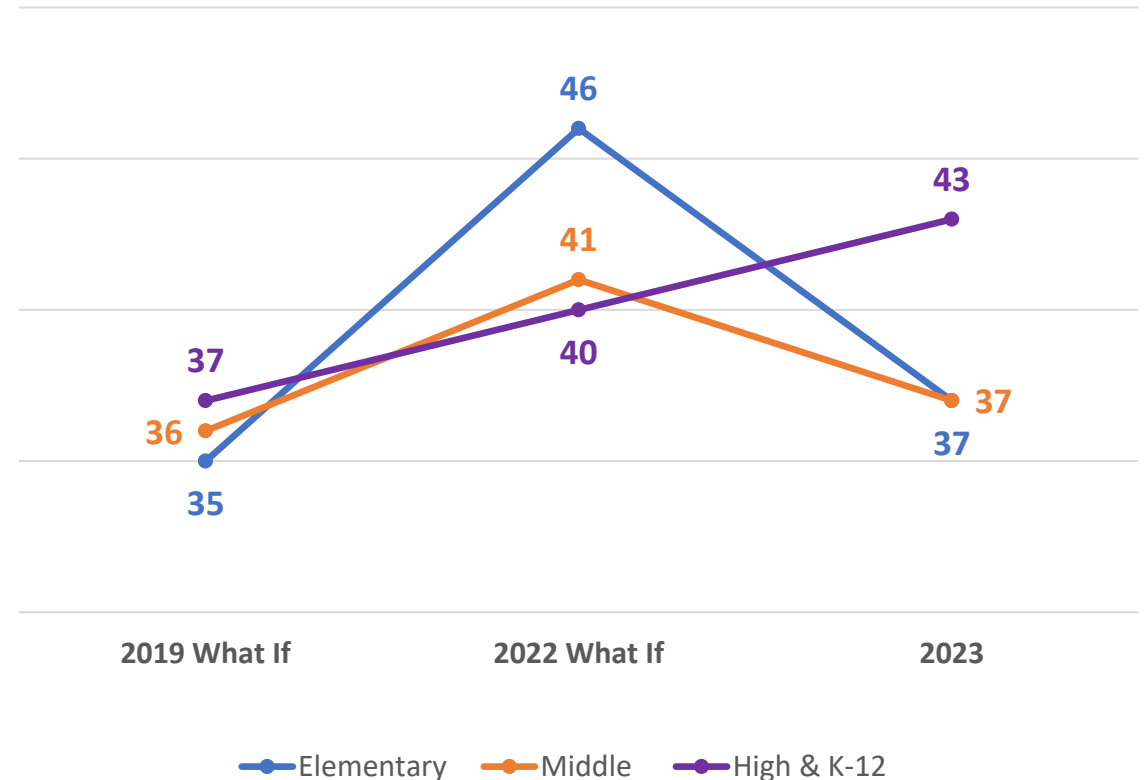
Transition table methodology allows us to include more students, including students moving from grade 8 to English I and students moving from a Spanish to an English test.

Applying 2023 methodology to 2022 and 2019 shows that 2022 growth is more anomalous than expected for EL & MS

Annual Growth Scores by School Type

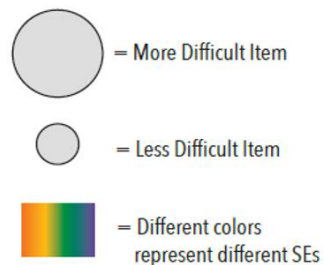


Accelerated Learning Scores by School Type



We ran additional analyses to check on the potential impact of STAAR redesign

Unlike previous changes to the state summative assessment, which historically have increased the rigor of the assessment, the STAAR was redesigned to make the test more tightly aligned to the classroom experience. The redesign does not mean the test will be harder. The same rigorous statistical processes used to ensure that the test is measuring the same thing each year were applied during the redesign of STAAR.



Watch the STAAR FAQ video: "How do we know the STAAR test is the same level of difficulty from year to year?"

However, the redesign does mean that in many grades, the reading/language arts (RLA) test included writing for the first time.

As a result, the team looked into the question: Did the addition of writing to the RLA STAAR result in lower RLA growth in 2023?

If yes, it may still make sense to use the average of 2019 and 2022 as the baseline for growth.

Additional analyses suggest that RLA redesign did not lead to lower growth

Test	Previous Year Performance Level to Current Year Performance Level	RLA	Math
		Change in % Growth from 2019 to 2023	Change in % Growth from 2019 to 2023
Grade 4	DNM to Approaches or higher	4.8%	-0.1%
	Approaches to Meets or Higher	-3.3%	6.9%
Grade 5	DNM to Approaches or higher	-1.8%	5.0%
	Approaches to Meets or Higher	-3.0%	-0.1%
Grade 6	DNM to Approaches or higher	8.8%	1.6
	Approaches to Meets or Higher	13.4%	-0.7%
Grade 7	DNM to Approaches or higher	2.0%	-12.0%
	Approaches to Meets or Higher	3.5%	-1.4%
Grade 8	DNM to Approaches or higher	2.8%	-3.6%
	Approaches to Meets or Higher	-6.5%	-7.3%
English I / Algebra I	DNM to Approaches or higher	0.7%	-1.8%
	Approaches to Meets or Higher	-6.6%	-12.8%

Question: Did the addition of writing to the RLA STAAR result in lower RLA growth in 2023?

Analysis: If the addition of writing to the RLA STAAR resulted in lower RLA growth in 2023, when we compare 2023 growth to 2019 growth, **RLA should look lower than math.**

Result: When compared to 2019 growth, **RLA growth is higher than math** in a large majority of grades.

Conclusion: **The evidence does not suggest that the RLA redesign led to lower growth in 2023.** As a result, we should consider not including 2022 in the baseline for growth .

RLA growth is greater

Math growth is greater

Potential Domain 2a cut point adjustments

Elementary – Cut Points

	2018-2022	2023 (A) Avg 2019 & 2022	2023 (B) Baseline 2019
A	82	85	80
B	75	76	71
C	69	69	63
D	64	64	56

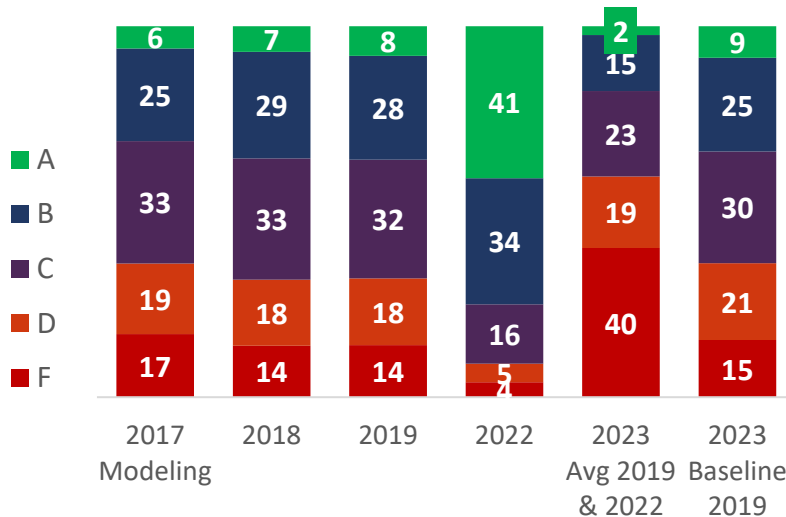
Middle – Cut Points

	2018-2022	2023 (A) Avg 2019 & 2022	2023 (B) Baseline 2019
A	80	85	80
B	72	72	68
C	66	65	61
D	62	60	55

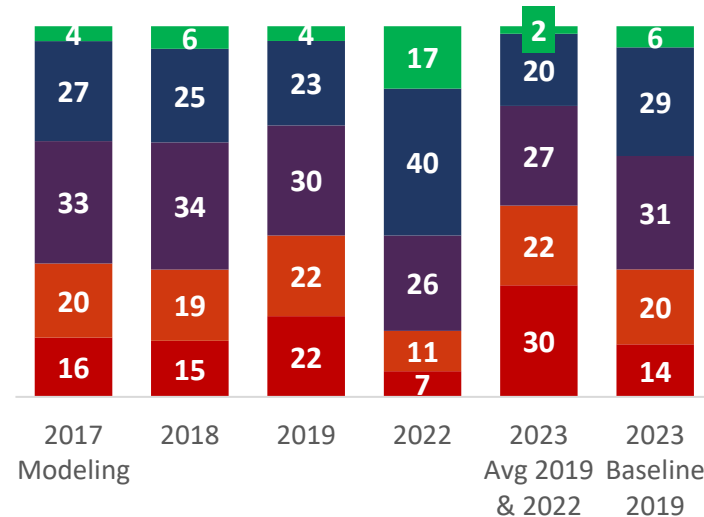
High & K-12 – Cut Points

	2018-2022	2023 (A) Avg 2019 & 2022	2023 (B) Baseline 2019
A	80	85	85
B	70	76	74
C	63	69	68
D	56	64	62

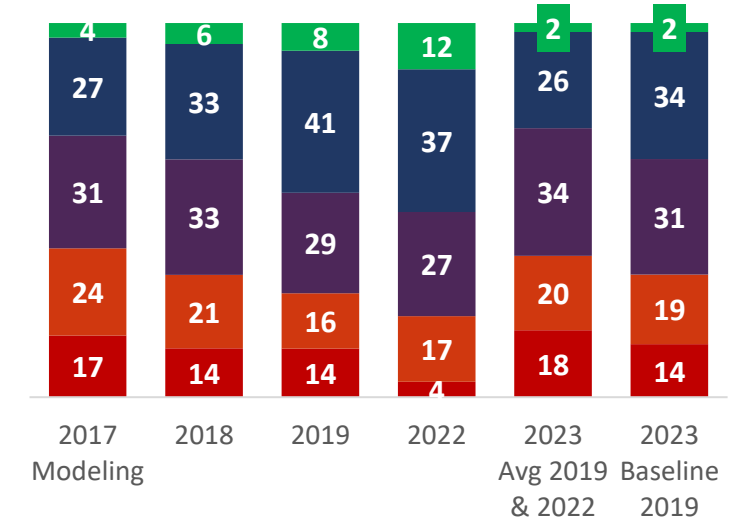
Elementary – Rating Distributions



Middle – Rating Distributions



High & K-12 – Rating Distributions



For discussion: What feedback or considerations do you have about using a baseline of 2019 instead of the average of 2019 and 2022 to reset Academic Growth cut points?

Potential Domain 3 Academic Growth target adjustments

Elementary – Domain 3 Academic Growth, ‘2022-23 through 2026-27’ Interim Targets

		All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus
RLA	Prelim Manual*	72%	68%	71%	75%	71%	86%	72%	74%	69%
	2019	64%	59%	62%	68%	62%	80%	62%	67%	61%
Math	Prelim Manual*	72%	65%	71%	75%	71%	89%	74%	73%	70%
	2019	69%	61%	68%	74%	69%	88%	70%	71%	66%

Middle – Domain 3 Academic Growth, , ‘2022-23 through 2026-27’ Interim Targets

		All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus
RLA	Prelim Manual*	69%	64%	66%	74%	68%	83%	69%	73%	65%
	2019	63%	58%	59%	69%	63%	79%	63%	68%	58%
Math	Prelim Manual*	66%	61%	63%	70%	65%	86%	69%	69%	62%
	2019	67%	62%	64%	72%	67%	86%	69%	71%	62%

High & K-12 – Domain 3 Academic Growth, , ‘2022-23 through 2026-27’ Interim Targets

		All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus
RLA	Prelim Manual*	70%	66%	68%	73%	69%	81%	72%	72%	66%
	2019	69%	65%	66%	72%	68%	81%	70%	72%	64%
Math	Prelim Manual*	74%	73%	76%	72%	72%	86%	75%	72%	73%
	2019	76%	74%	77%	73%	74%	87%	72%	73%	75%

*Average of 2019 and 2022

For discussion: Should we adjust all D3 targets using 2019 baseline or only adjust if it results in lower targets (e.g., use the lower of 2019 and average of 2019 & 2022)?

UPDATE: These cut points will need to be re-run with adjusted targets from slide 15.

Potential Domain 3 cut point adjustments

Elementary – Cut Points

	2018-2022	2023 (A) Prelim Manual*	2023 (B) Updated**
A	95	65	65
B	85	52	52
C	48	38	28
D	23	29	12

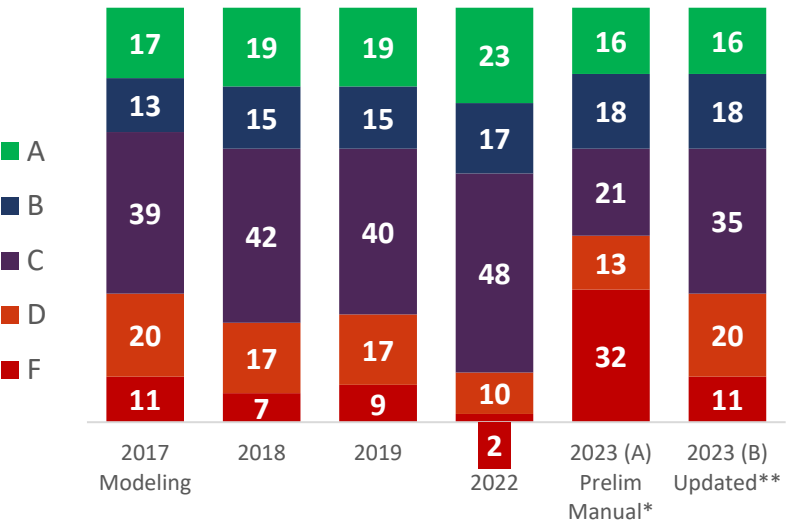
Middle – Cut Points

	2018-2022	2023 (A) Prelim Manual*	2023 (B) Updated**
A	90	65	65
B	67	52	52
C	28	38	31
D	11	29	16

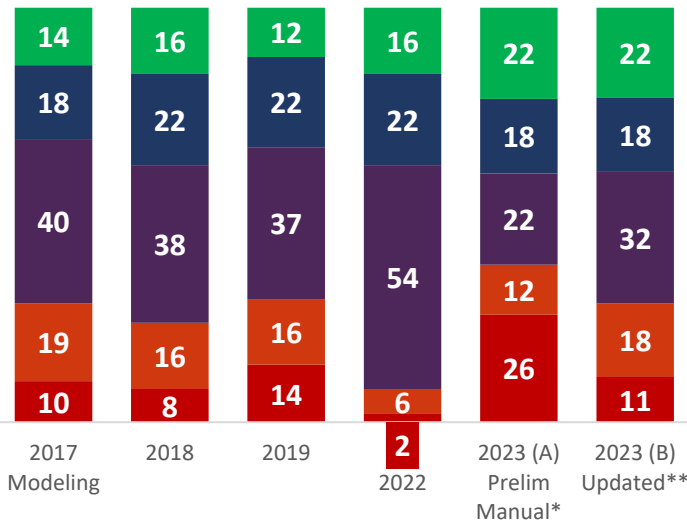
High & K-12 – Cut Points

	2018-2022	2023 (A) Prelim Manual*	2023 (B) Updated**
A	95	74	74
B	85	62	62
C	48	48	48
D	23	38	37

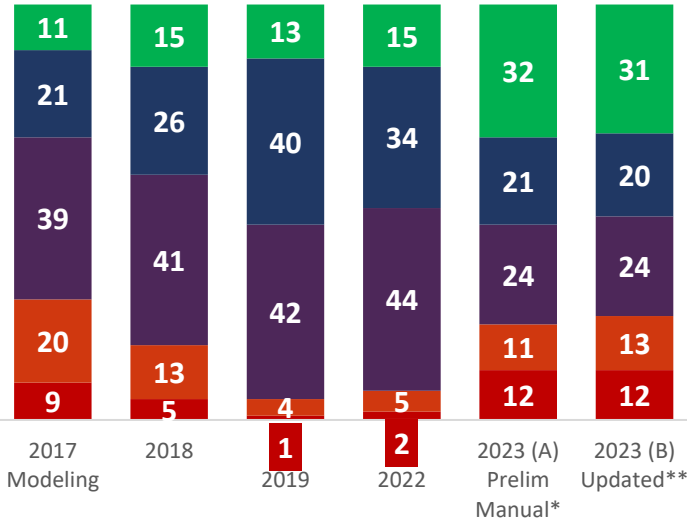
Elementary – Rating Distributions



Middle – Rating Distributions



High & K-12 – Rating Distributions



*Uses preliminary manual targets (average 2019/2022) and average 2019/2022 baseline
**Uses preliminary manual targets (average 2019/2022) and 2019 baseline. Cut points will need to be updated after targets are adjusted (see slide 15).

For discussion: What feedback or considerations do you have about updating Closing the Gaps cut points?

Next steps

- **Finalize calculations and adjustments to Domain 2a cut points and Domain 3 targets and cut points**
- **Make updates to final manual**
- **Submit final manual to rulemaking**
- **Announce 2023 A-F release dates at least 2 weeks ahead of public release**